

B - Course Revision Form V. 7.2022 : Entry # 3235**DEAN Decision**

Approved

Today's Date

02/16/2024

EPC Decision

Approved

Today's Date

03/19/2024

Begin Form**Today's Date**

01/31/2024

Your Name

Amanda Allen

Your Email:aallen4@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Joey Fink

Email address of your Department Chairjfink@highpoint.edu**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Fall 2024

Are you submitting multiple courses for revision from the same department?

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No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
ITG	3###	Medieval and Early Modern Medicine

What would you like to revise?

- Learning Outcomes

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

No

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

No

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
ITG 3###	History	Elective

Is this course cross listed?

No

Choose the department designator for your course from the list below.

Curriculum Review Information**Please list the revised student learning outcomes for this course**

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6-7 are the 2 specific to the history major. The others (1-5) are connected with the Integrative Course which has already been approved but also serve as history-related SLOs.

6. Utilize medieval archives and laboratory methodologies to critically analyze the ways in which medieval medicinal understandings and practices changed ca 1000-1600AD.

7. Connect modern pharmacological, biological, and botanical practices to the historical ways European peoples cultivated plants for medical use based on the contexts of the medieval and early modern era.

1. Students will communicate, in both spoken and written forms, complex historical and biomedical concepts and methodologies with varied audiences. (COMMUNICATION III)

2. Students will work in teams comprising students from humanities, science, and other academic backgrounds throughout the course to complete a course project. Students will learn how to work together to complete goals and tasks and blend their different academic and personal backgrounds in their weekly and semester-long work. (INTER- AND INTRAPERSONAL SKILLS I)

3. Students will address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (INTER- AND INTRAPERSONAL SKILLS III)

4. Students will connect historical and biomedical concepts, theories, practices, and frameworks to understand how medieval and early modern medicine led to modern concepts of healthcare. Students will thus better appreciate modern views through a lens on the past. (INTEGRATIVE I)

5. Students will adapt and apply skills, abilities, theories, or methodologies acquired in historical research and scientific methodology and how these skills overlap. (INTEGRATIVE II)

SLO Connected Assignments

1. Final paper, research presentation, public history poster, weekly discussions, weekly reflections/reports.

2. Proposal, research paper, research presentation, public history poster, weekly discussions.

3. Proposal, research paper, research presentation, public history poster, weekly discussions, weekly reflections/reports

4. Research paper, research presentation, public history poster, weekly discussions, weekly reflections/reports.

5. Proposal, research paper, research presentation, public history poster, weekly discussions, reflections/reports.

6. Research paper, research presentation, reflections/reports

7. Research paper, research presentation, public history poster, weekly discussions.

Please list any revisions to units or content areas that will be required for all sections of this course

There are no changes to this course; it is the same as the one that was approved in Fall 2023 as ITG 3#### (Registrar needs to assign the course number). When this course proposal was submitted, it was not put forth to count for the History major/minor. But after consideration and discussion with the History department, I'm putting it forward to count for the History major/minor, as it does meet expectations for a 3000-level History course and is a valuable addition to the department's curriculum.

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

As noted above, this ITG has been approved by the GEC and nothing has changed that requires the GEC to review again. It should go to the HBS EPC for review and if approved, then on to APIRC.

Please list any revisions to course policies that will be required for all sections of this course

N/A

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

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N/A

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

This course is team-taught with Jeremy Whitson in Biology but nothing in this proposal/sample syllabus changes what was originally proposed and approved. The only people/departments who need to review are: History department chair, HBS Dean, HBS EPC, and APIRC.

Additional Files

- [ITG-3000-Syllabus-Proposal.docx](#)